

Assessing Faculty to Better Understand Student Engagement

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Indiana University
Center for Postsecondary
Research

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- What percentage of the average faculty member's time is spent on teaching activities?

40%

50%

60%

70%





FSSE Quiz

- What percentage of class time does the average faculty member spend lecturing?

23%

44%

55%

63%





FSSE Quiz

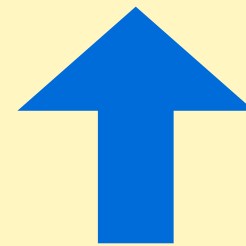
- What percentage of faculty indicate that students in the courses frequently receive prompt feedback?

60%

70%

80%

90%





FSSE Quiz

- What percentage of faculty expect their students to study more than 6 hours per week for a course?

23%

33%

44%

55%





FSSE Quiz

- What percentage of faculty structure their courses “quite a bit” or “very much” to promote critical and analytic thinking?

93%

83%

73%

63%



Overview

- Student Engagement
- FSSE history, administration & resources
- FSSE & assessment
- Some cautions
- Brainstorming--What information do you want from faculty?





What is Student Engagement?



Faculty Survey of Student Engagement



Foundations of Student Engagement

- Time on task (Tyler, 1930s)
- Quality of effort (Pace, 1960-70s)
- Student involvement (Astin, 1984)
- Social, academic integration (Tinto, 1993)
- Good practices (Chickering & Gamson, 1987)
- Student engagement (Kuh, 2001, 2003)

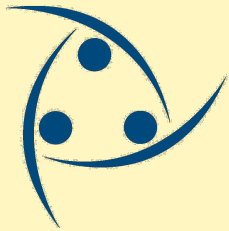


Two Components of Student Engagement

- What **students** do—time and energy devoted to educationally purposeful activities
- What **institutions** do—using effective educational practices to induce students to do the right things

**The research is unequivocal:
students who are actively involved
in both academic and out-of-class
activities gain more from the
college experience than those who
are not so involved.**

**Ernest T. Pascarella & Patrick T. Terenzini,
How College Affects Students**



Lessons from the Research

- **What students do matters**, not who they are
- **Key factor = quality of effort** students devote to educationally purposeful activities
- Educationally effective institutions channel student energy toward the right activities

If faculty and administrators use principles of good practice to arrange the curriculum and other aspects of the college experience, students would... write more papers, read more books..., all of which would result in greater gains in such areas as critical thinking, problem solving, effective communication, and responsible citizenship

**Kuh, Kinzie, Shuh, Whitt, & Associates
Student Success in College, 2005**



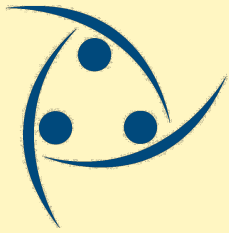
Assessing Student Engagement

- **National Survey of Student Engagement (NSSE)**
- **Beginning College Survey of Student Engagement (BCSSE)**
- **Faculty Survey of Student Engagement (FSSE)**



Why FSSE?

- Include faculty in the discussion of effective educational practices
- To understand faculty expectations and perceptions as institutions seek to target areas of improvement
- Some previous homegrown faculty surveys that paralleled NSSE seem to work



Faculty Survey of Student Engagement

- FSSE is designed to measure faculty expectations for and observation of student engagement in educational practices that are known to be empirically linked with high levels of learning and development

The logo features a stylized blue circular graphic with three dots inside, resembling a molecular structure or a network.

FSSE Survey

- Faculty perceptions of how often their students engage in different activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of interactions faculty have with students
- How faculty members organize class time

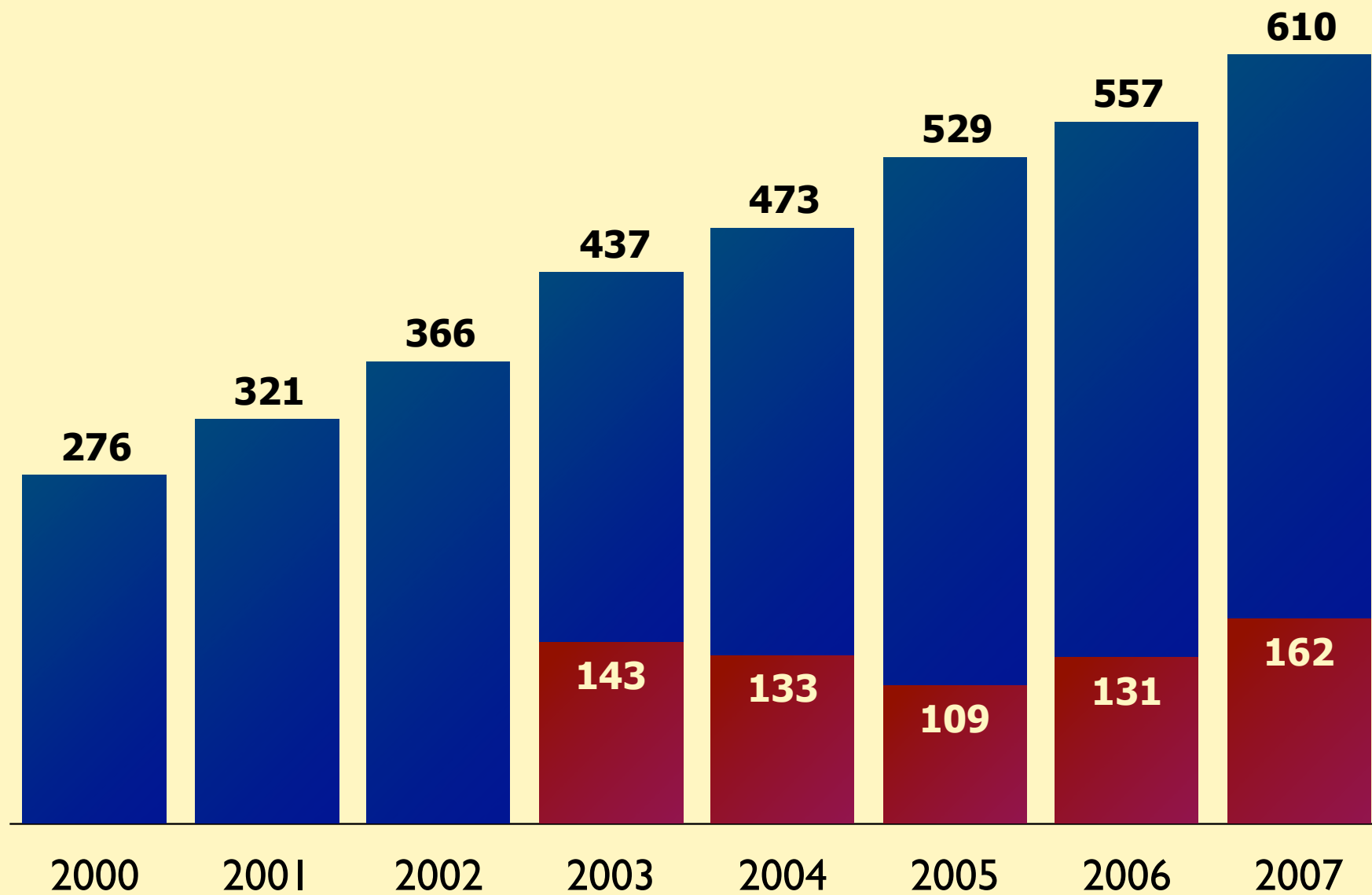




- The survey was successfully pilot-tested in 2003, and officially launched in 2004
- To date, over 75,000 faculty members from more than 380 colleges and universities have responded to the survey
- Average institutional response rates over 50%



NSSE & FSSE Institutions by Year





FSSE Administration

- Third party administration--IU Center for Survey Research
- Faculty surveyed in the spring
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online
- Survey options
 - Course-based questions
 - Typical student questions

	0	1	2	3	4	5 or more
Individual consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observations with feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings with a small group of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus-wide forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue

Faculty Survey of Student Engagement



FSSE Reporting

- Frequency Distributions
 - Item-level frequencies
 - No comparisons to other faculty
- NSSE/FSSE Report
 - Student/faculty frequency comparisons for similarly worded items
- Customized Reports
- Annual Report (FSSE is a component of the NSSE annual report)



FSSE Resources

- FSSE website www.fsse.iub.edu
 - Sample reports and copies of surveys
 - Selected results (reproducible)
 - Grand frequencies by Carnegie classification
 - Recent FSSE research and presentations



FSSE Results as a Part of Assessing Student Engagement

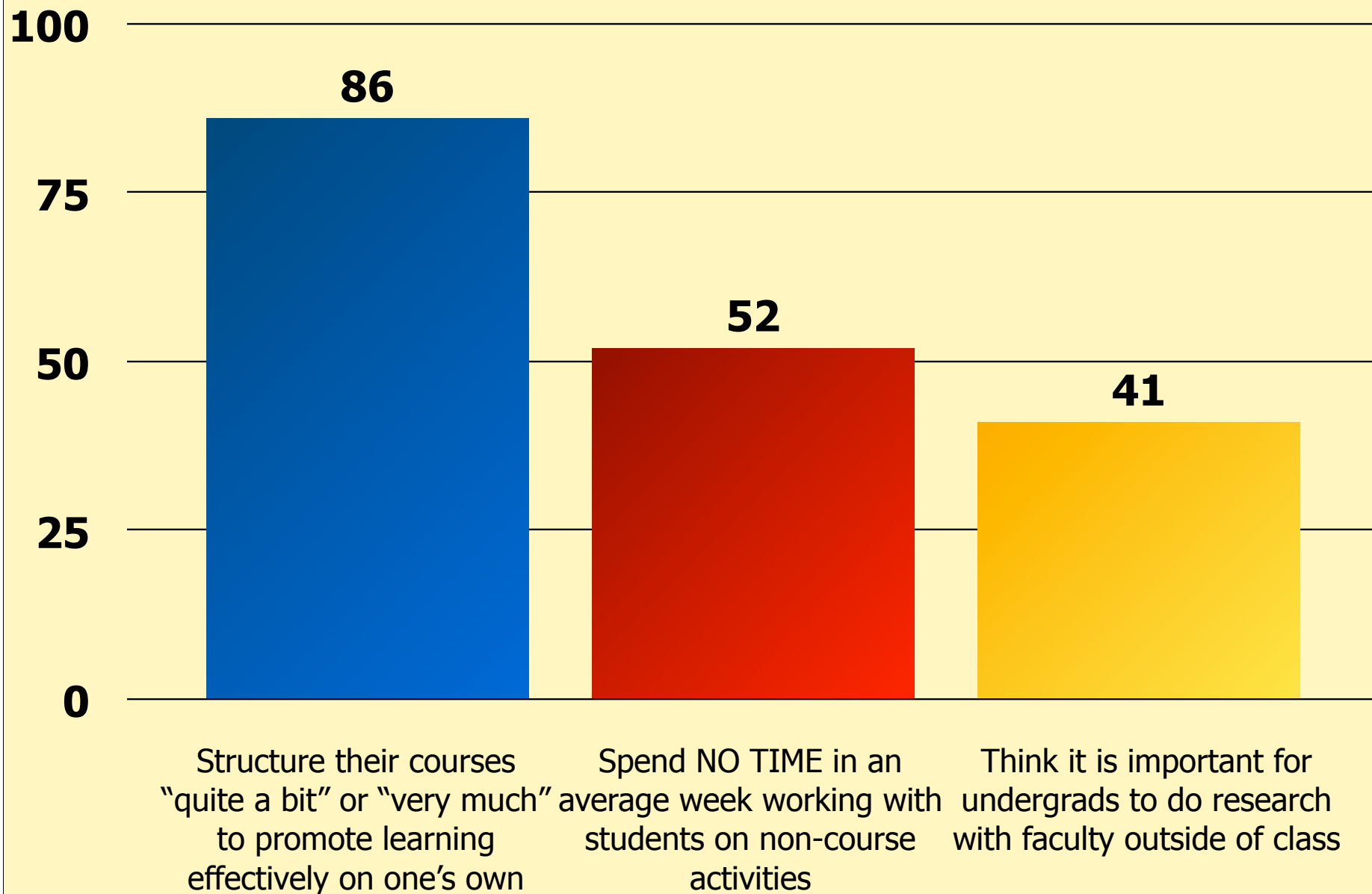


- Over 21,000 faculty respondents
 - 46% women
 - 16% faculty of color
 - 23% Prof, 22% Assoc, 25% Assist, 22% Lect/Inst
- 131 institutions
 - 20% doctoral, 45% master's, 35% baccalaureate
 - 52% private
- Average institutional response rate = 54%

**Do the Faculty Reflect
Our Core Values?**



Percentage of Faculty Who...



**Are Our Faculty Better or Worse
than Other Faculty?**

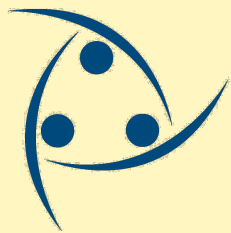


Comparing Against Other Institutions

- Unlike NSSE...

FSSE does not provide institution-versus-peer-group comparisons

- But....



Grand Frequencies

- Find FSSE Grand Frequencies and Frequencies by Carnegie Group at www.fsse.iub.edu



Faculty Survey
of Student Engagement

FSSE 2006 Frequency Distributions Total Grand Frequencies

Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	342	5%	357	4%	699	4%
		Somewhat important	1173	17%	1218	12%	2391	14%
		Important	2219	31%	2452	25%	4671	28%
		Very important	3329	47%	5812	59%	9141	54%
		Total	7063	100%	9839	100%	16902	100%
b. Community service or volunteer work	FVOLUNTR	Not important	810	11%	1043	11%	1853	11%
		Somewhat important	2342	33%	2999	31%	5341	32%
		Important	2454	35%	3539	36%	5993	36%
		Very important	1445	20%	2233	23%	3678	22%
		Total	7051	100%	9814	100%	16865	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	1426	20%	1801	18%	3227	19%
		Somewhat important	2383	34%	3240	33%	5623	33%
		Important	2158	31%	3017	31%	5175	31%
		Very important	1079	15%	1744	18%	2823	17%
		Total	7046	100%	9802	100%	16848	100%

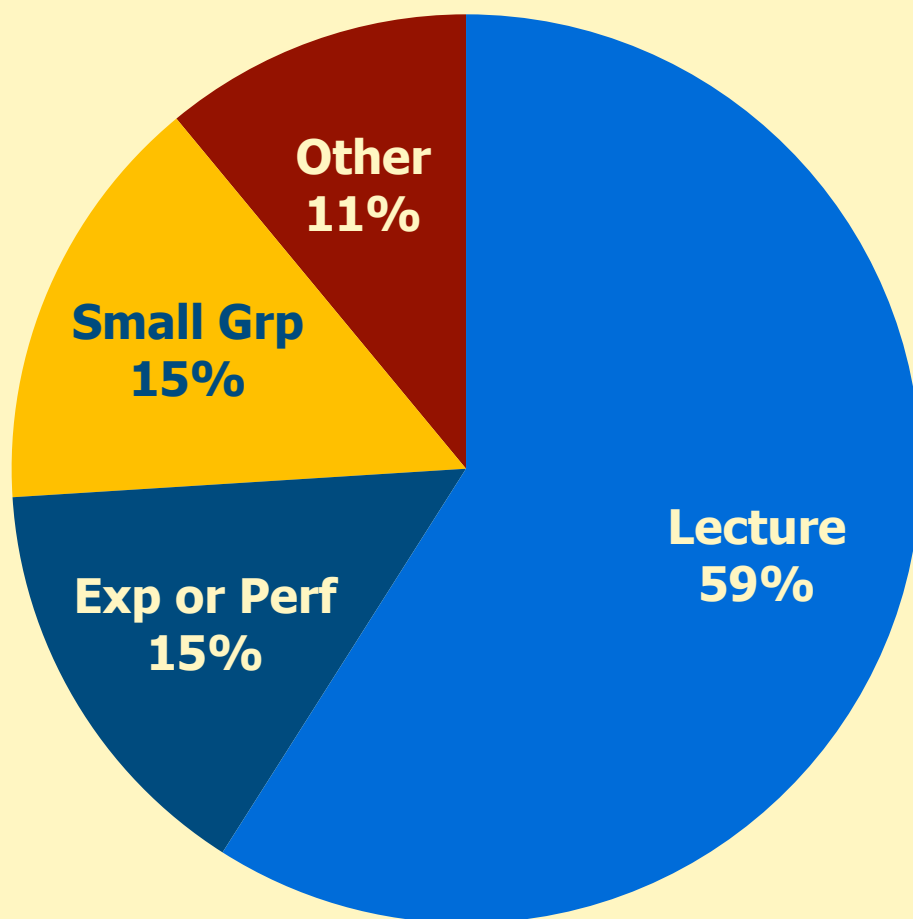
Faculty Survey of Student Engagement

Do Faculty Differ?

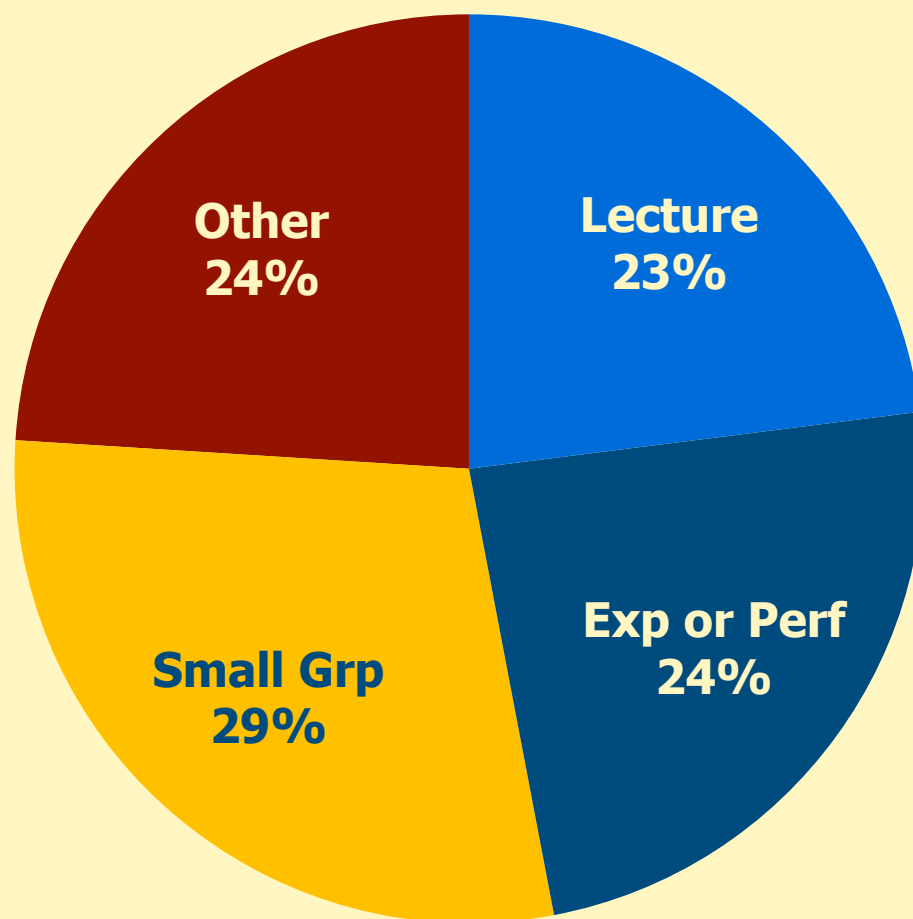


Average Percentage of Class Time

Physical Sci

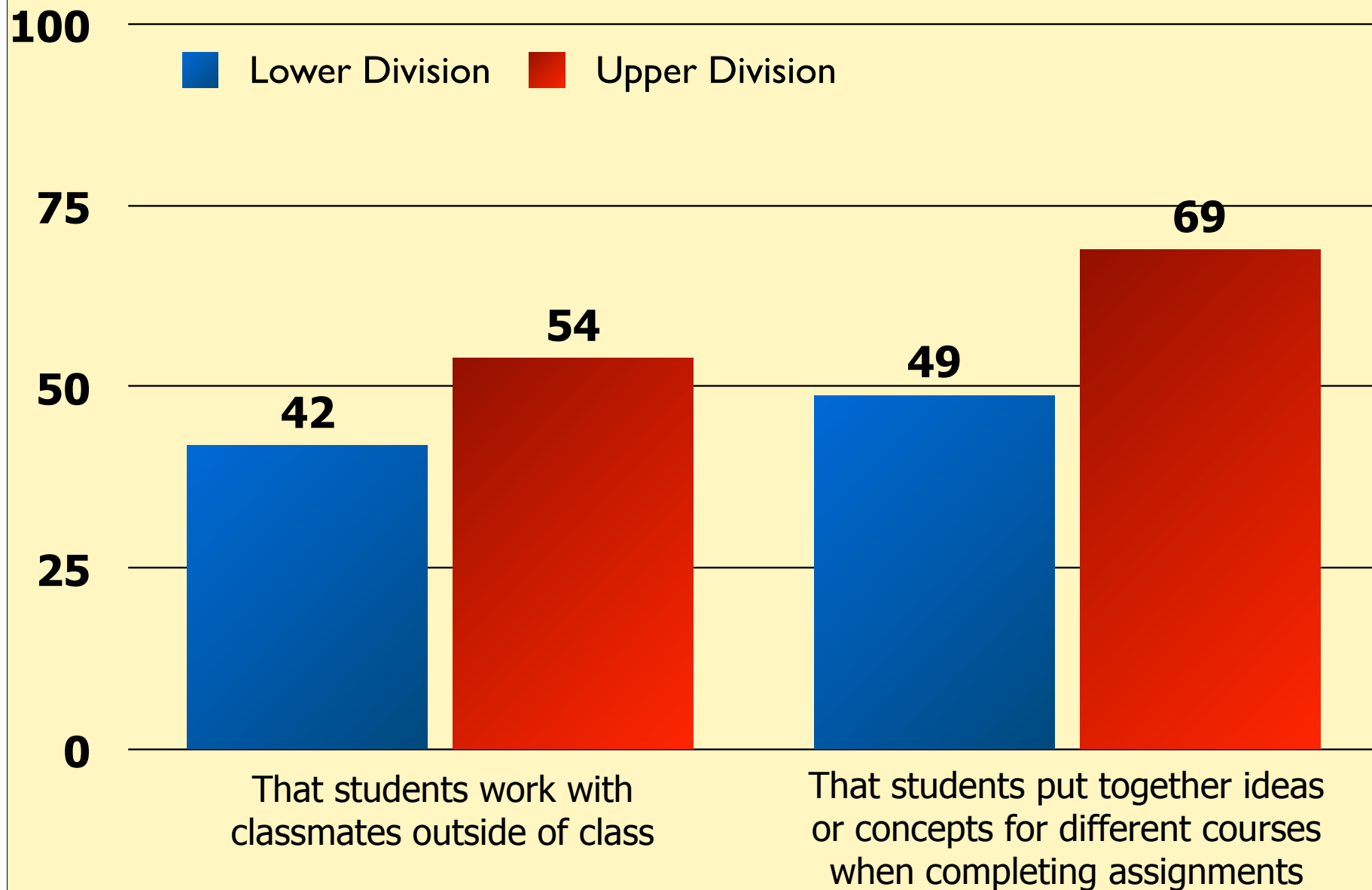


Education



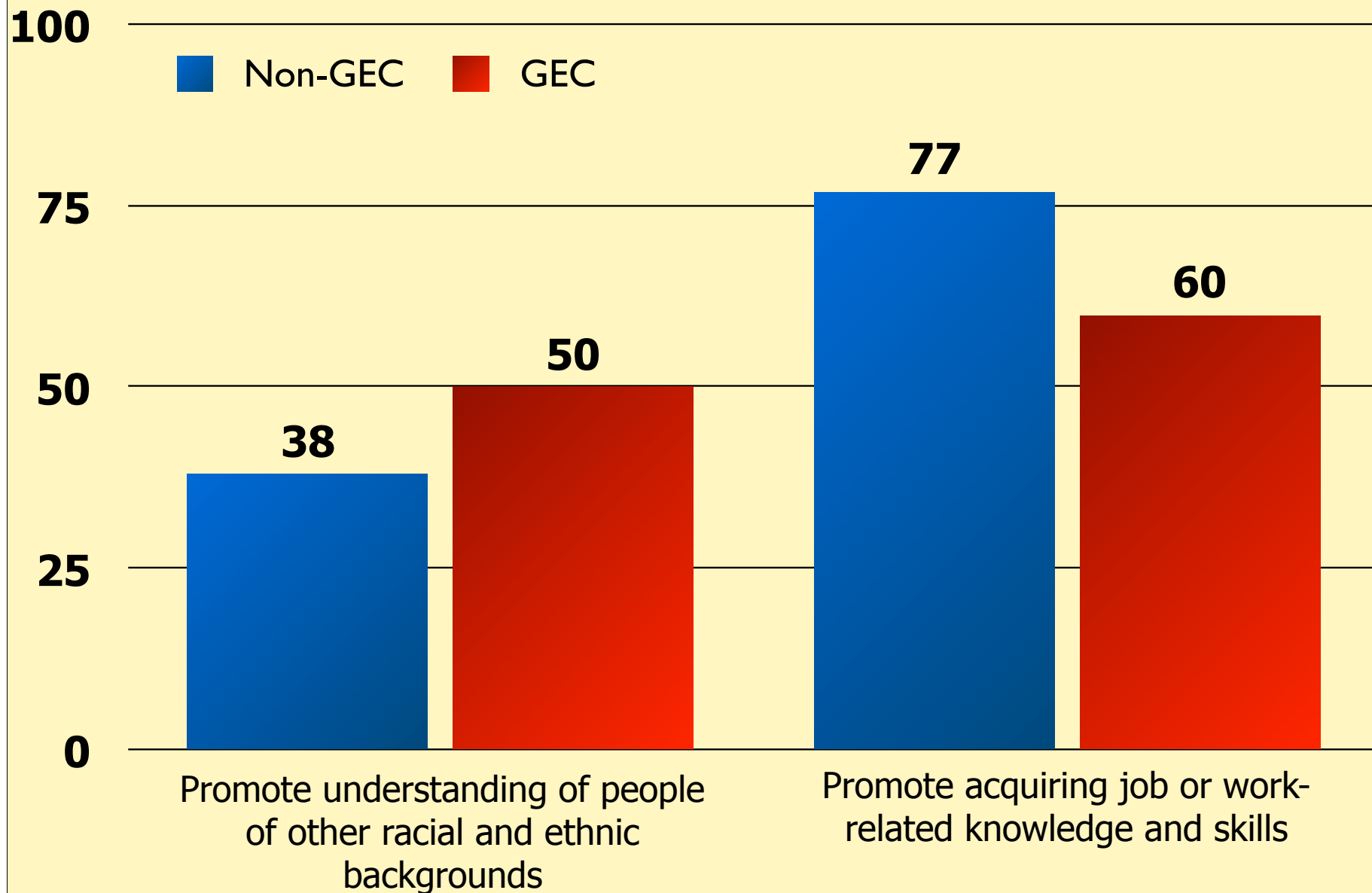


Percentage of Faculty Who Think it Important...





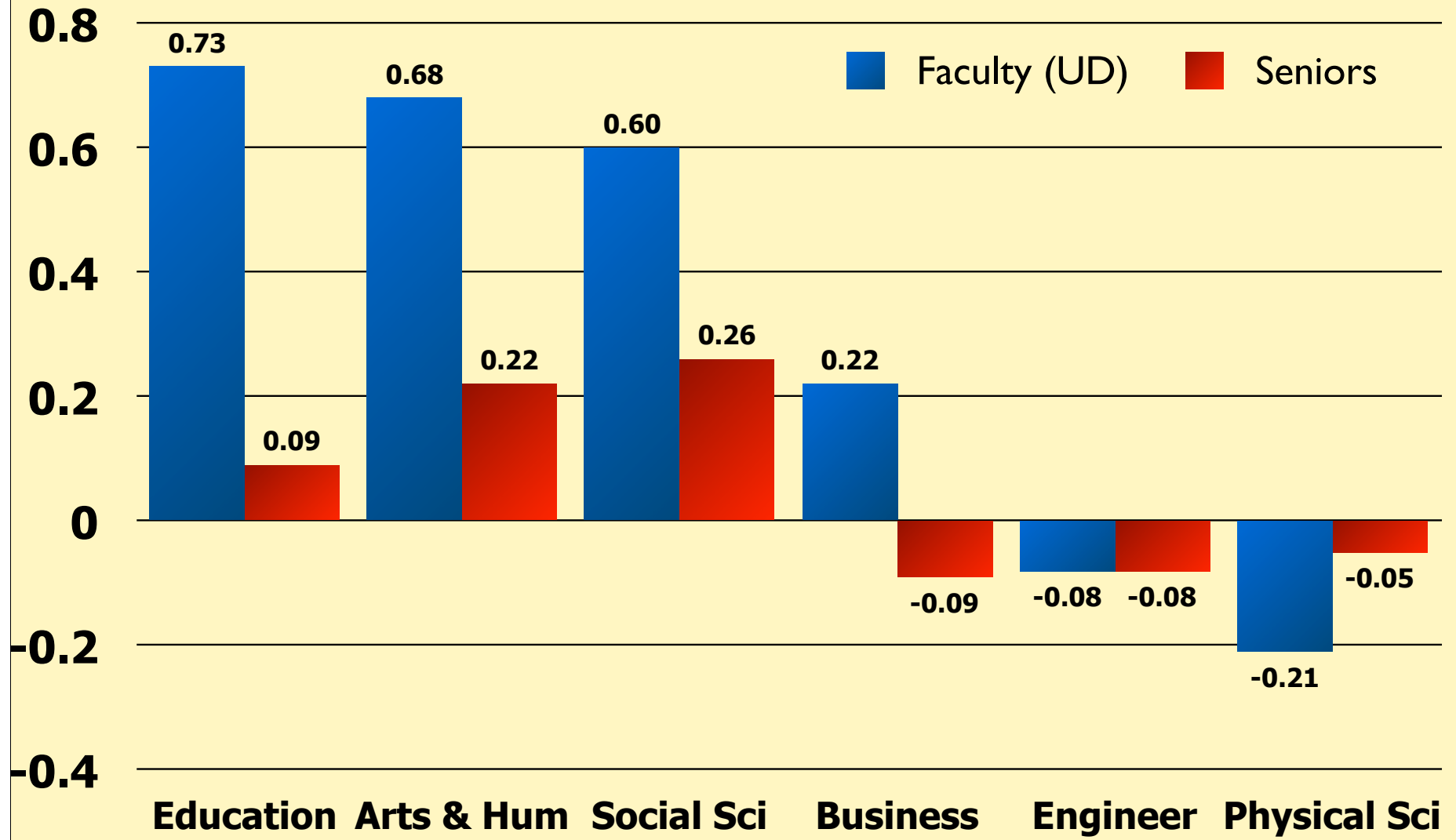
Structure Courses “Quite a bit” or “Very much” to



**Don't We Have Student Data
on That Too?**



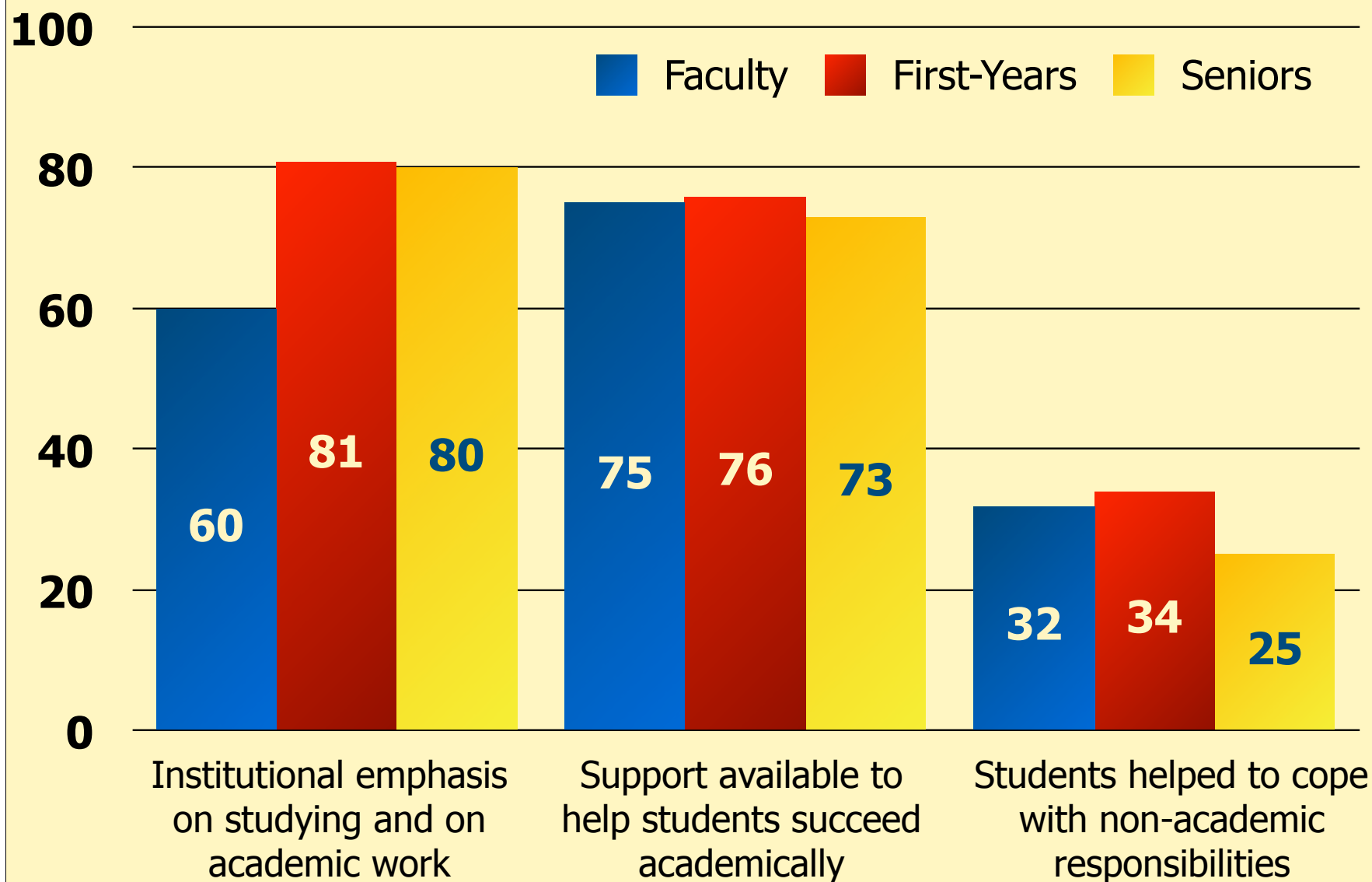
Deep Learning Differences by Disciplinary Area



Standardized mean differences between indicated disciplinary area and the biological sciences

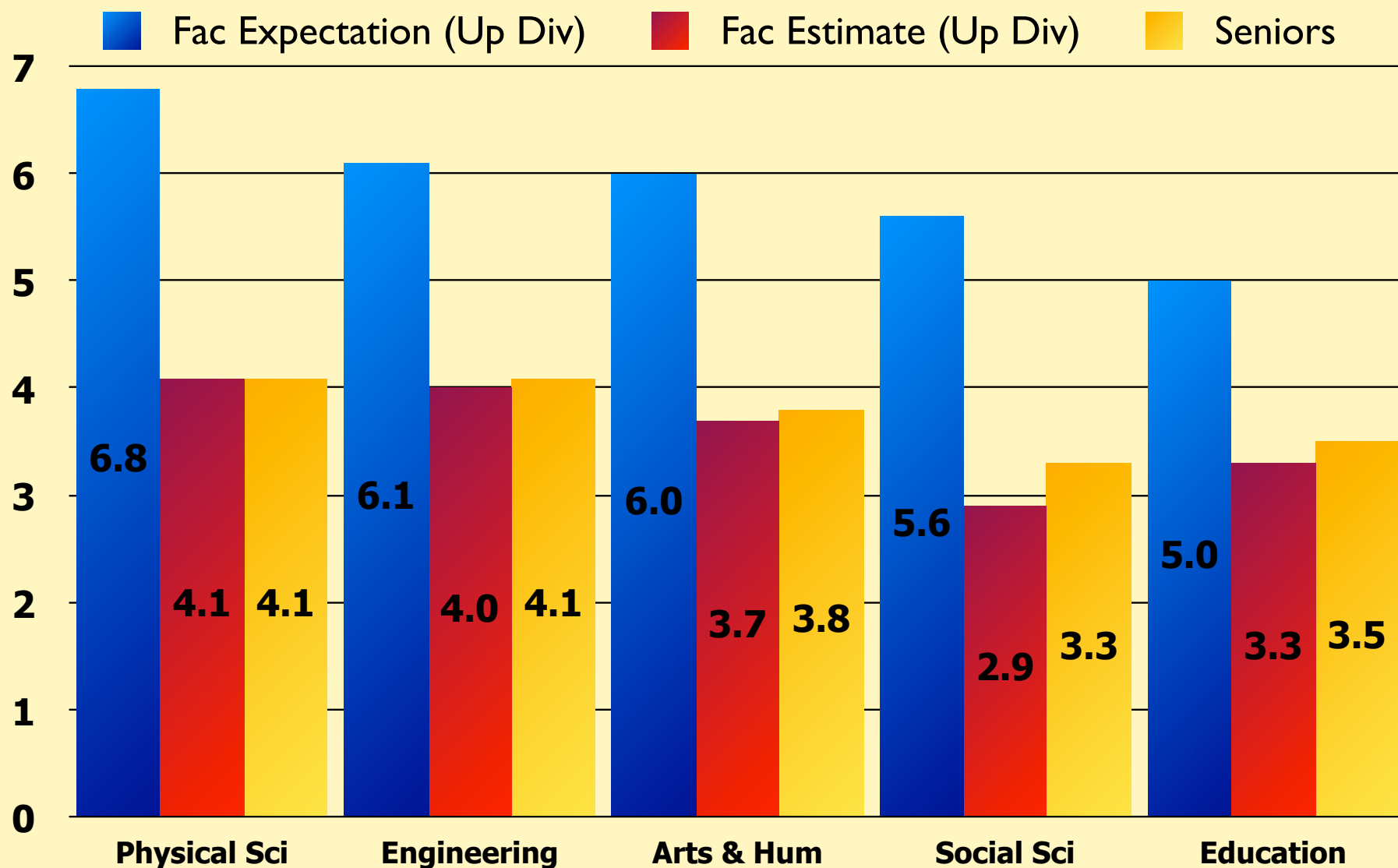


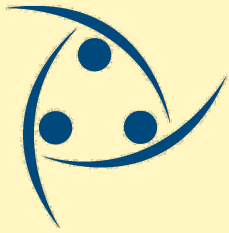
Percentage with Positive Perceptions





Avg Hours Spent Preparing For Class





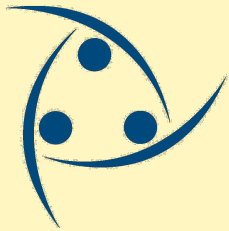
Faculty Do Matter!

- Effective educational practices at the campus level

Greater faculty emphasis <-> students do more

Greater faculty emphasis <-> improved outcomes

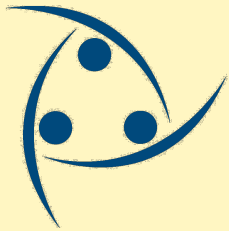
Some Cautions



Issues to Consider

- Comparability with student results
- Suspicions about survey methods
 - General
 - Representativeness
- “Those results may be true of ..., but they don’t apply to me”
- You may need more data
 - More questions
 - Points of confusion

What information do you want to collect from faculty to help with your assessment efforts?



For More Information

- Email: tflaird@indiana.edu
agarver@indiana.edu
- FSSE website: www.fsse.iub.edu
NSSE website: www.nsse.iub.edu

Copies of papers and presentations as well as annual reports and other information are available through the websites